



CYFS Summit | April 23, 2024

# It Takes a Village: Using Data to Strengthen Research-Practice Partnerships

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*Special thanks to Amy Napoli*

# Introductions

Educare  
Lincoln

Educare  
of  
Omaha,  
Inc.

Educare  
Winnebago



Promotes shared decision-making to support programs

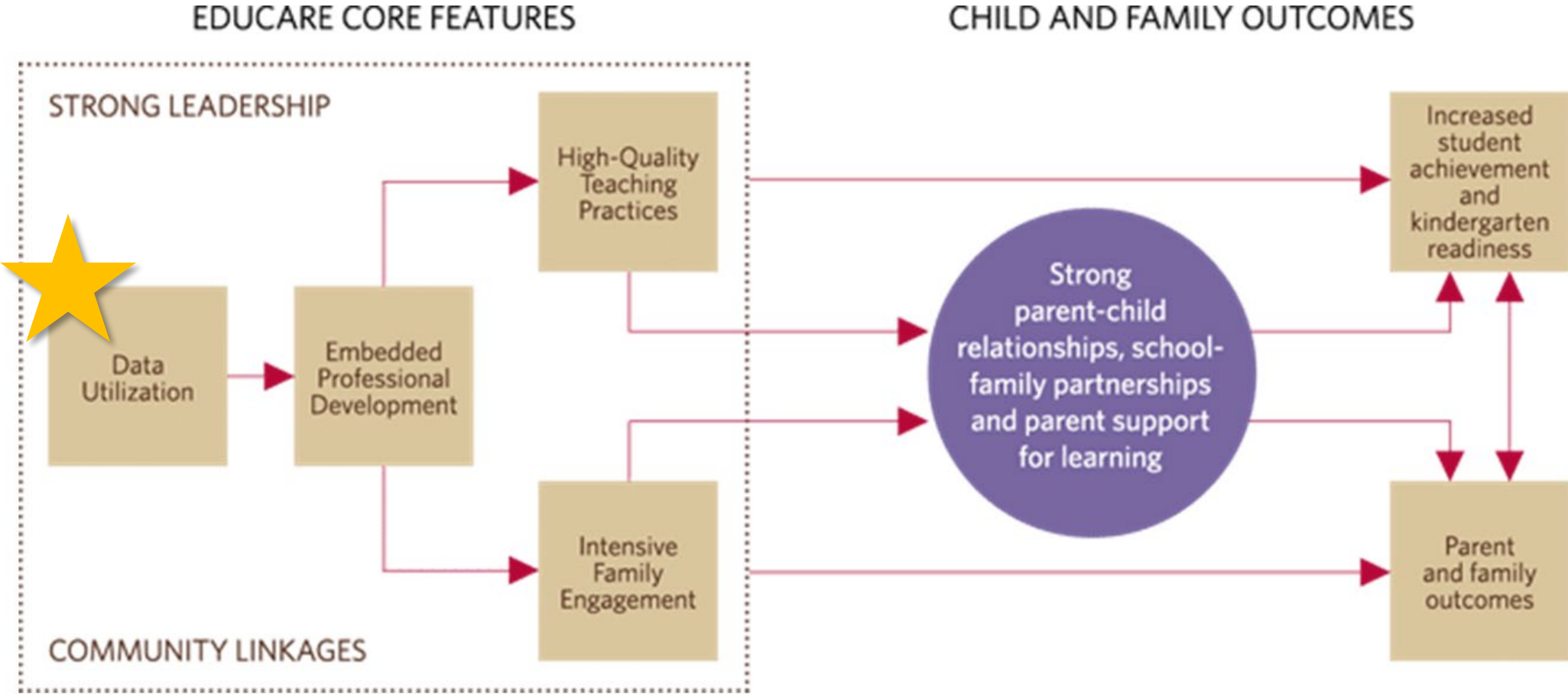
Encourages ongoing collaboration among different stakeholders

Elevates the lived experiences of the families and educators in programs

## Research-Practice Partnerships

(Farell et al., 2018, Goldstein et al., 2019)

# Educare Learning Network



# Local Evaluation Partners (LEPs)

- Collects data for Educare assessments throughout the school year.
- Works with respective Educare School staff to guide local programmatic decisions and participate in strategic planning processes.
- Provide and/or source professional development on identified areas of need for respective Educare School.
- Engages in collaborations to maximize shared learning, foster innovation, and improve early care and early education practices.



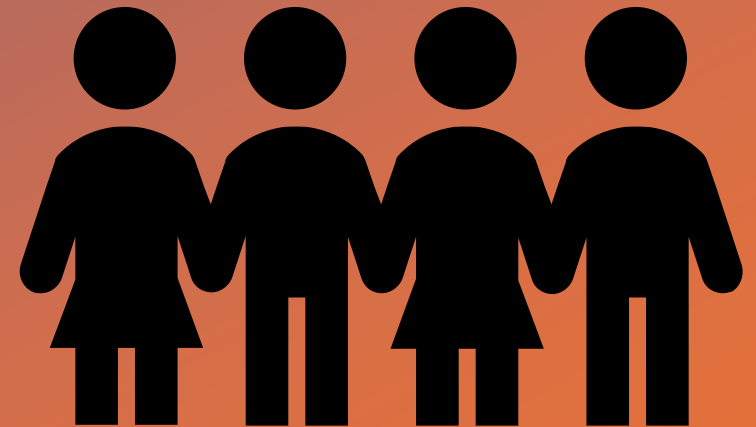


Educare Lincoln



# Children Served at Educare Lincoln

- 169 children served
- 13 different languages spoken (e.g., Spanish, Arabic, Ukrainian)
- 39% dual language learners
- 9% on IEP/IFSP





This year, a key goal for Educare Lincoln has been to enhance teachers' language and literacy practices.



# Professional Development Scope & Sequence 2023-2024

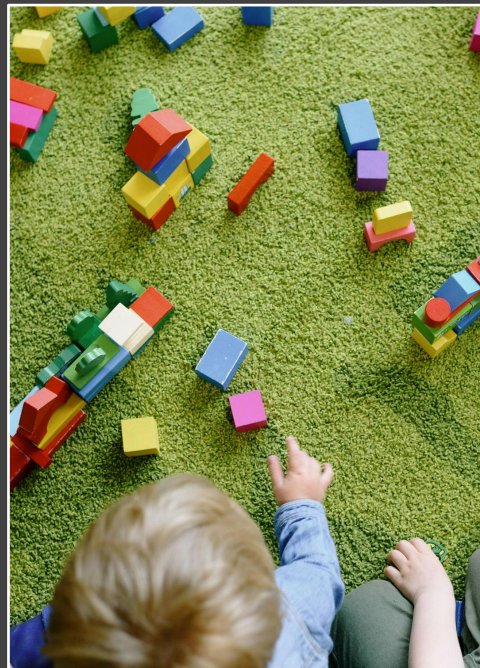
Phonological  
Awareness

Vocabulary  
Development

Alphabet Knowledge &  
Print Awareness

Early Writing

Comprehension



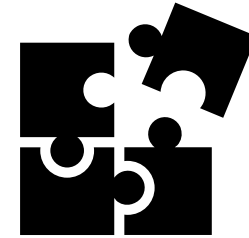
# Professional Development Scope & Sequence 2023-2024



Develop content  
knowledge



**Connect to data  
on children**



Identify instructional  
strategies

## PLS-5 Summary Report

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The Preschool Language Scales, 5<sup>th</sup> edition (PLS-5) is a standardized assessment to measure the language skills of young children. The LEP Team administered the Auditory Comprehension (AC) subtest of the PLS-5, which examines children's ability to understand and comprehend language. The PLS-5 has a mean score of 100 with a standard deviation of 15. **Scores between 85-115 are considered to be typical range.**

**The children who scored within typical range for their age group (2-3½ years) generally demonstrate the following skills:**

- Follows familiar directions with gestures
- Identifies familiar objects from a group of objects
- Identifies photographs of familiar objects
- Follows commands with gestures
- Identifies basic body parts and things you wear
- Understands simple verbs (e.g., drink)
- Engages in pretend play
- Understands pronouns (e.g., me, my)
- Follows commands without gestures
- Recognizes action in pictures
- Understands use of familiar objects

The table below shows scores of the children who were tested as well as recommendations to support children's language learning and development.

- **Blue** indicates the children who scored **above** typical range for their age.
- **Green** indicates the children who scored **within** typical range for their age.
- **Yellow** indicates the children who scored **below** typical range for their age.

The data and recommendations provided here may be used to inform and plan for classroom instruction. Although this report does not include all the children in your class, teachers may use this information together with observational data from Teaching Strategies GOLD (TSG) to differentiate instruction for individual children in your class. **Specifically, teachers can determine individual children's progress on TSG Objectives 8-10 and use strategies, including those recommended in the table below, to support children's learning and development.**

Child First Name	Child Last Name	Age When Assessed (years; months)	Standard Score	
Child A		2;9	118	<p><b>Recommendations to support children who scored <u>above typical range for their age</u>.</b></p> <ul style="list-style-type: none"> <li>• Provide child-friendly definitions for new words and use them in sentences. Provide examples to help child learn the meaning. For example, “<i>Enormous</i> means really, really big. Like the watermelon in our garden is enormous!”</li> <li>• Write simple phrases under the pictures and read it aloud with child. For example, “I can swim,” or “We visited the zoo.” This will help child understand that print conveys meaning.</li> <li>• Read books with a simple story and talk about the story with child. Help them retell the story or act it out with props and dress-up clothes.</li> <li>• Sort pictures and objects into categories, like food, animals, or shapes. Ask your child to find the picture or object that does not belong. For example, a baby does not belong with the animals.</li> <li>• Provide opportunities to practice counting. Use early math concepts like “some”, “more”, and “all”.</li> </ul>
Child B		2;2	106	<p><b>Recommendations to support children who scored <u>within typical range for their age</u>. Strategies in the above section may also apply depending on children’s individual skills and progress.</b></p> <ul style="list-style-type: none"> <li>• Repeat what child says and add to it. For example, if they say, “apple” you can say, “Yes, I see the red apple! The apple is also round. Do you want to taste the apple?”</li> <li>• Encourage children to communicate or verbalize. Ask them to repeat things that you do not understand. For example, say, “I know you want a block. Tell me which block you want. The blue block or red block?”</li> <li>• Ask child to make a choice instead of giving a yes or no answer. For example, ask, “Would you like milk or water?” Wait for the answer and praise them for answering.</li> <li>• Teach new words often. Describe how things look or feel. Describe color, shape, and size. Talk to child as you do things and go places.</li> <li>• Sing songs, play finger games, and tell nursery rhymes. These songs and games teach children about the rhythm and sounds of language.</li> </ul>
Child C		3;0	81	
N/A	N/A	N/A	N/A	<p><b>Recommendations to support children who scored <u>below typical range for their age</u>. Strategies in the above section may also apply depending on children’s individual skills and progress.</b></p> <ul style="list-style-type: none"> <li>• Encourage child to point to and/or name pictures, body parts, or objects that you name. If they do not label initially, continue to name the pictures for them. Eventually, they will surprise you by telling you the name.</li> <li>• Use short words and sentences that child can repeat. Add to words the child says. For example, if child says “dog”, you can say, “I see a big white dog!”</li> <li>• Tell stories or read to child every day. Try to find books with large pictures and a few words on each page. Point to words as you read them.</li> <li>• Give child simple one- or two-step directions, like “Get the ball and put it in the box.” Support child as needed by modeling and using gestures. Provide ample wait time as needed for child to process.</li> </ul>



Note. Recommendations are from the American Speech-Language-Hearing Association (ASHA) Communication Milestones. <https://www.asha.org/public/developmental-milestones/communication-milestones-birth-to-1-year/>



## Recommendations to Support Vocabulary Learning for All Learners

Vocabulary and oral language development go hand-in-hand. Children acquire vocabulary and learn to communicate through conversations and experiences, which helps them to make sense of the world around them. Importantly, vocabulary is foundational to children's later reading comprehension.

Given the critical role of vocabulary for children's learning and development, here are some recommendations to support vocabulary learning in the classroom and at home.

Recommendation	Resources to check out
1. Have fun with words and foster children's curiosity about new words. Consider teaching new words through storytelling and books, rhymes and songs, movement and games.	<ul style="list-style-type: none"><li>• <a href="#">Edutopia – Using Movement to Teach Vocabulary (video)</a></li><li>• <a href="#">Talk It Up! (article)</a></li><li>• <a href="#">8 Creative Ideas to Help Your Child Learn New Words (article)</a></li></ul>
2. When selecting words for vocabulary instruction, include words from different grammatical categories (e.g., nouns, verbs, adjectives). Also consider including sophisticated vocabulary and providing child-friendly definitions. Model using the words in sentences and provide opportunities for children to use the words throughout the day.	<ul style="list-style-type: none"><li>• <a href="#">Choosing Words to Teach – Vocabulary Tiers Framework (article)</a></li><li>• <a href="#">Key Strategies for Vocabulary Development (video)</a></li><li>• <a href="#">Toddlers and Reading: Describe but Don't Drill (article)</a></li></ul>
3. Children require repeated exposure and multiple opportunities to practice using new words. Incorporate new vocabulary across different activities throughout the day and week (e.g., shared book reading, dramatic play, small group).	<ul style="list-style-type: none"><li>• <a href="#">Supporting Language: Culturally Rich Dramatic Play (article)</a></li><li>• <a href="#">How Can I Help My Preschooler Learn More Words? (video)</a></li></ul>
4. It is important to note that the PPVT-4 assesses the words that children can understand in English. Dual language learners (DLLs) may understand words in their home language that they do not know yet in English. Consider representing new vocabulary in a variety of ways, including pictures/photos, drawings, and gestures. Read books in English multiple times to give DLLs more opportunities to understand and enjoy the story.	<ul style="list-style-type: none"><li>• <a href="#">More Strategies for Supporting Children in Superdiverse Settings (article)</a></li></ul>





# Educare Lincoln Data Walk

## About the Event

Educare Lincoln and the UNL Data Team invites you to come and learn more about our Educare community and share your reflections and ideas. **Childcare will be provided during the event and dinner will be provided after.**

**Wednesday, April 17**  
**5-6:30pm**  
 3435 N 14th St

Main event will be from 5-6. Dinner will be offered between 6-6:30.

## Share and Reflect

### What can we all do to support our children's learning at home?

- PLAYING OUTSIDE. What activities could be done?
- Bring worksheets or examples of what the children are learning at school to help. Similar to homework but not homework.
- Picture report (simplified, picture of Bas.) once a week.
- Who do you play with?
- Provide an app to find about kids activities.
- what was your favorite part of the day?
- Sharing with parents about their learning activities at classroom.
- Parents can spend time with children doing household activities, if making time for games + books is very challenging.
- Asking a child about new activity that is done in classroom and ask child to practice that at home.



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## Lessons Learned and Future Directions

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- We included the Family Engagement Specialists in our language and literacy PD to support learning and development in the home.
- We will expand our Data Committee to include more teaching staff, Family Engagement Specialist and families.
- We will continue to engage with families with the data through data walks and parent workshops.





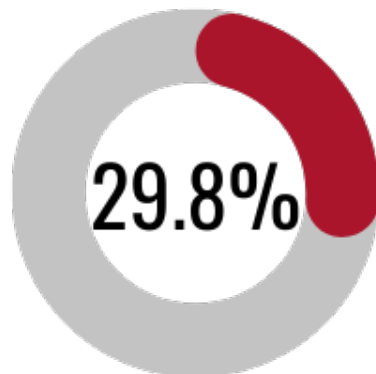
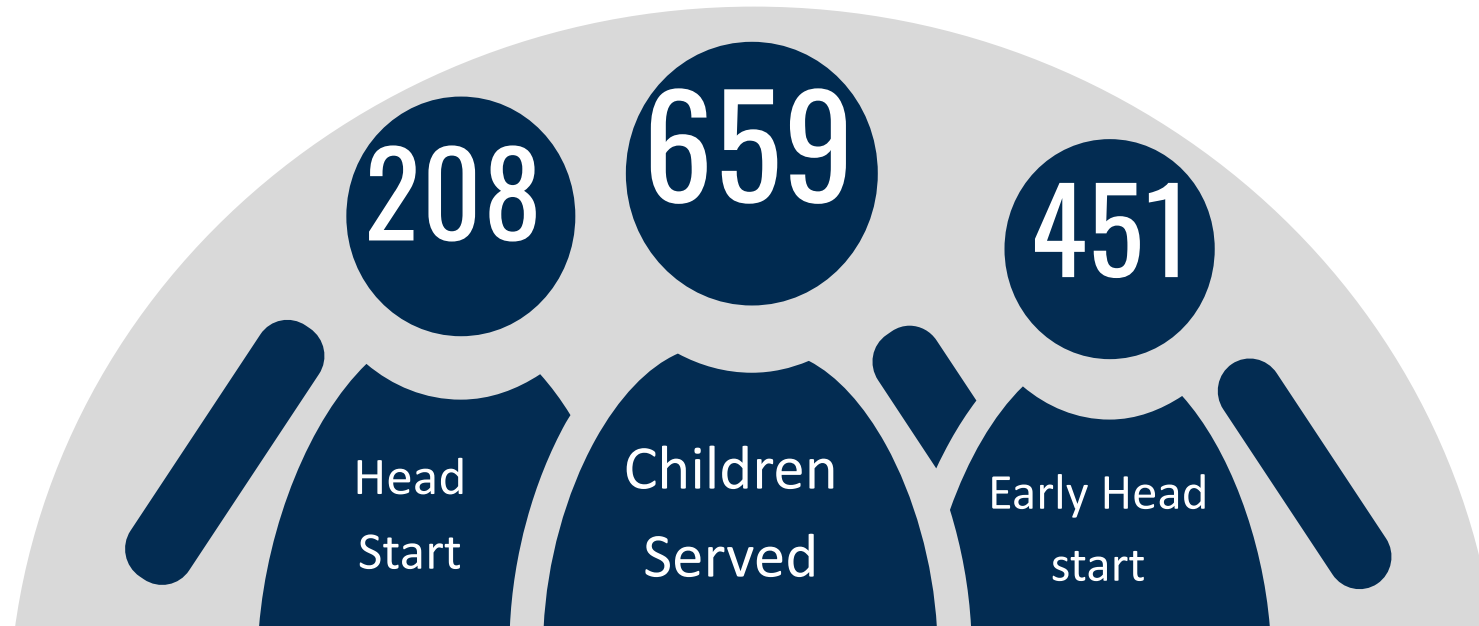
Educare of Omaha, Inc.



**University of Nebraska  
Medical Center™**

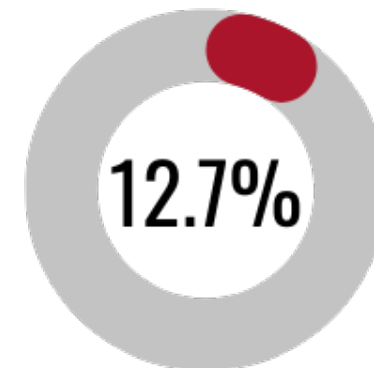
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# Characteristics of Children Served at Educare of Omaha, Inc.



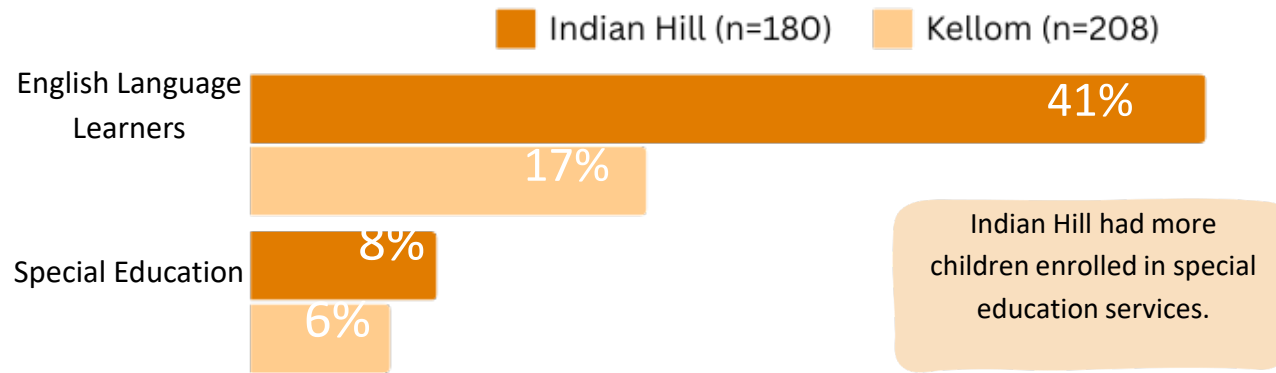
English Language Learners

Eligible for early childhood Special Education services

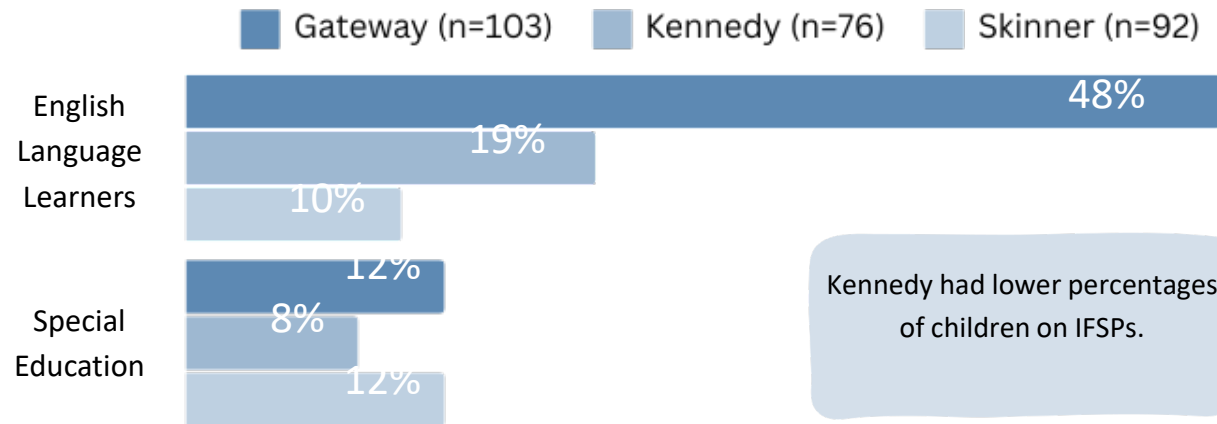


# Educare of Omaha, Inc. ELL and Special Education make up

Indian Hill had a high percentage of children who were ELL.



Gateway had a high percentage of children who were ELL.



# Preschool Language Scale (PLS)

## Focus:

- Auditory comprehension (child's understanding of language)

## When it is administered:

- HS: fall and spring
- EHS: year-round

## Who receives it:

- HS: new children in the fall, all children in the spring
- EHS: all children after 2nd and 3rd birthday

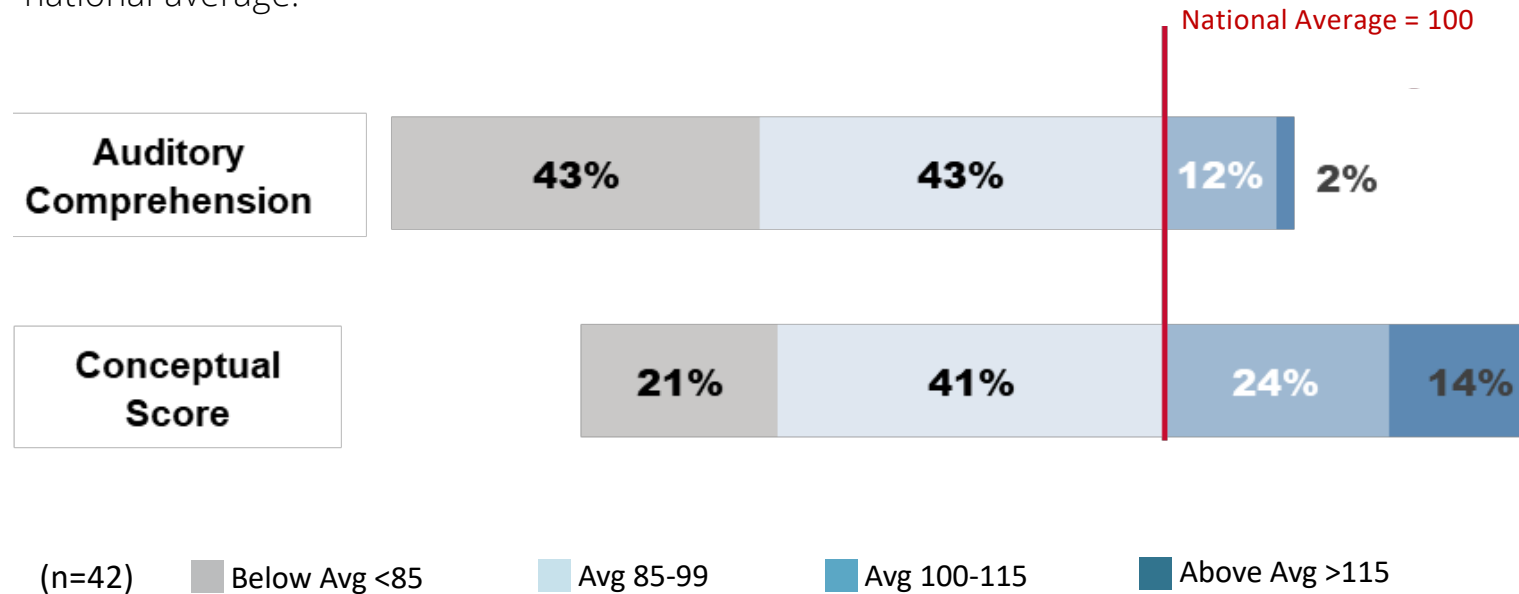
## Administration:

- 25-45 minutes. Asks children to complete different tasks using pictures, toys, and answering questions.



79% of Spanish-speaking toddlers' Conceptual scores were within the average range.

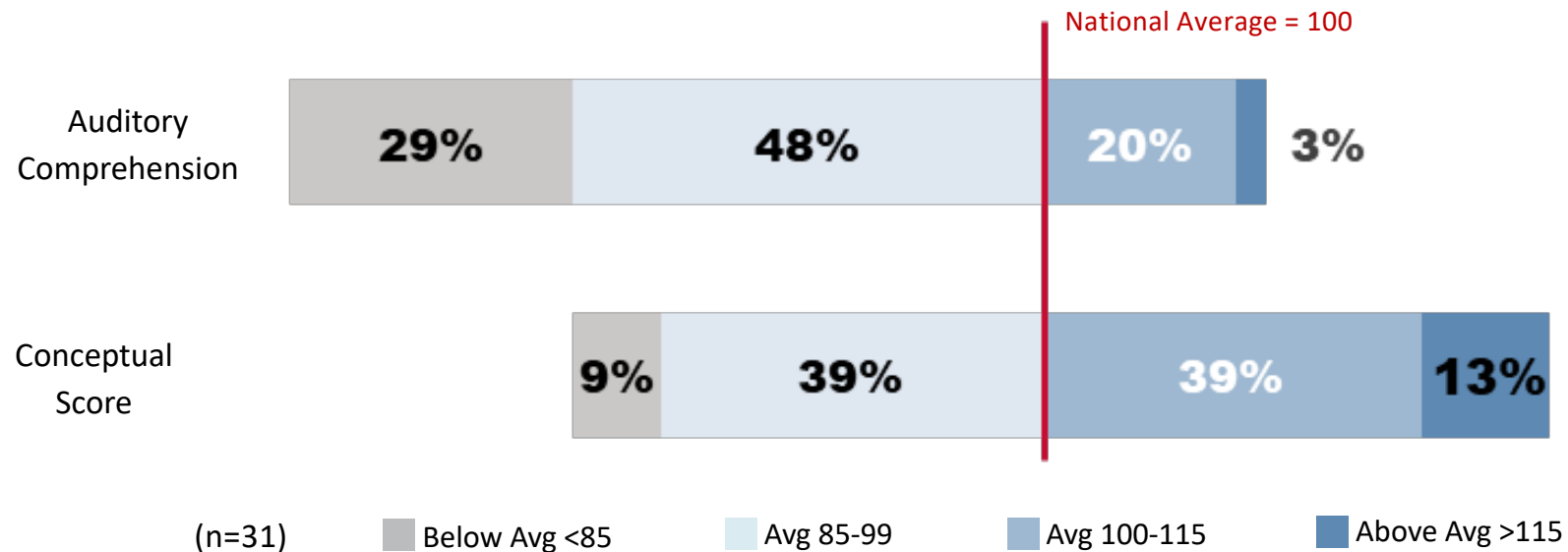
57% of Spanish-speaking toddlers' Auditory Comprehension skills were at or above the national average.



In the spring, 23 Spanish-speaking Early Head Start children's auditory comprehension was assessed, and 12.9% scored at or above the national average in auditory comprehension.

By the spring, 71% of Spanish-speaking preschoolers' auditory comprehension skills were within or above the average range.

23% of Spanish-speaking preschoolers were at or above the national average.



In the spring, 31 Spanish-speaking preschool children's auditory comprehension was assessed, and 23% scored at or above the national average in auditory comprehension and 52% scored at or above the national average for conceptual scoring.

# EDUCARE OF OMAHA, INC.

## DATA WALK

FEBRUARY 28, 2024

Welcome!

Today we will be sharing data from the 2022-2023 school year. This includes child assessment, observation, and family survey data.

Please visit each poster in the order of your choosing. There, you will find a member of the UNMC Munroe-Meyer Institute evaluation team, who can tell you about the assessment tool represented, what it measures, and something to reflect on. As you are visiting each poster, please find that section on this handout to complete the data scavenger hunt. You can find all of the answers on the corresponding poster or information given by the evaluator.

Once you have completed your scavenger hunt, please return to where you checked in to fill out a raffle ticket. Five employees from each school will win a prize to be delivered on a different date.

# Data Scavenger Hunt

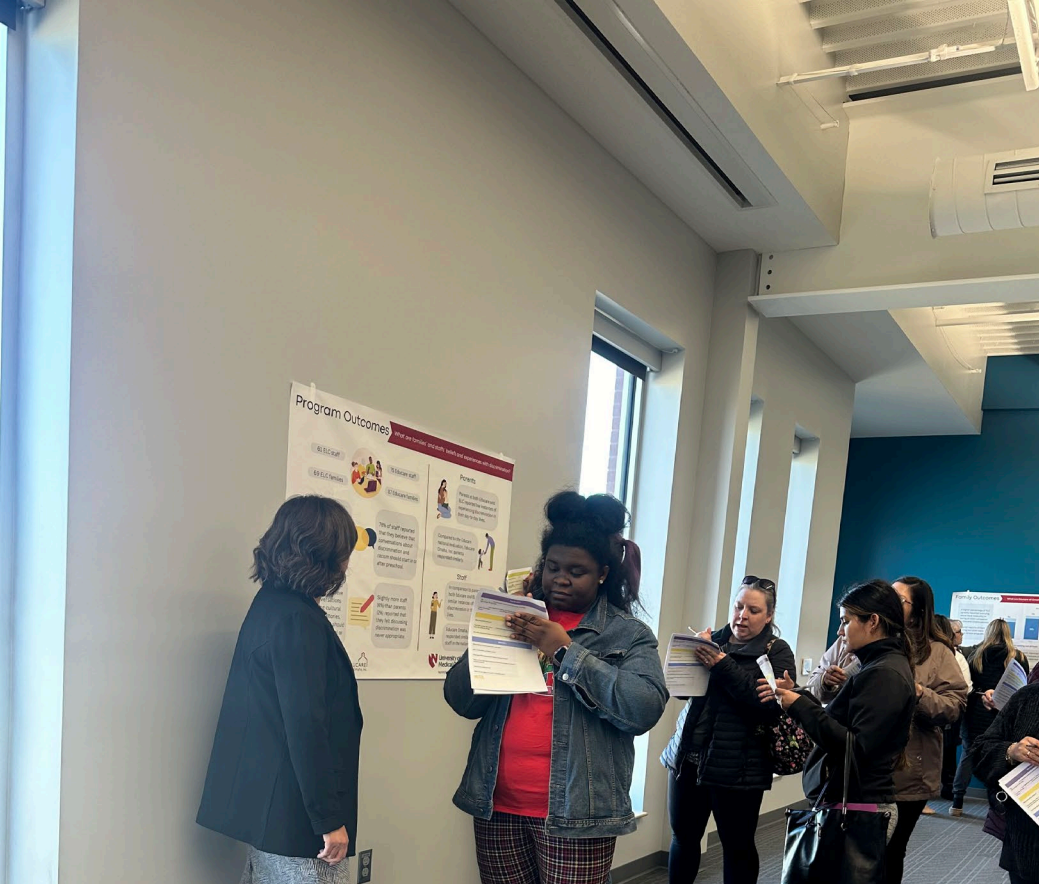
Demographics	
Which two sites have the highest percentage of English language learners?	
How many students had high lead levels in their system?	
How many students had chronic health conditions?	
What was the highest occurring chronic health condition?	

Early Head Start PLS-5	
Is Cynthia left- or right-handed?	
____% of Spanish-speaking toddlers' conceptual scores were in the average range.	
To arrive at a conceptual score, evaluators first complete the assessment in _____, then ask any questions that were missed in _____.	

Head Start MEFS	
What guitarist's signature is tattooed on Briseyda's arm?	
The majority of preschoolers (Indian Hill = ____%, Kellom = ____%) were within the average range or above.	
Length of time in program _____ significantly predict a change in scores.	

Early Head Start MEFS	
What was the first concert Stefanie attended?	
What does MEFS measure?	
In the spring, nearly all toddlers were in the _____ range.	

NOTES



## Results of the Research Practice Partnership

- Use of data for Dual Language Learners
- Data Debriefs and Data Walk
- Professional development and data utilization
- Ongoing monthly leadership meetings with data debriefs
- Book clubs and focus on DEI work



# Educare Winnebago

- 195 children served
  - 75 Early Head Start
  - 120 Head Start
- 95% Native American
- 15% eligible for early childhood Special Education services



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# Educare Winnebago Research Practice Partnership

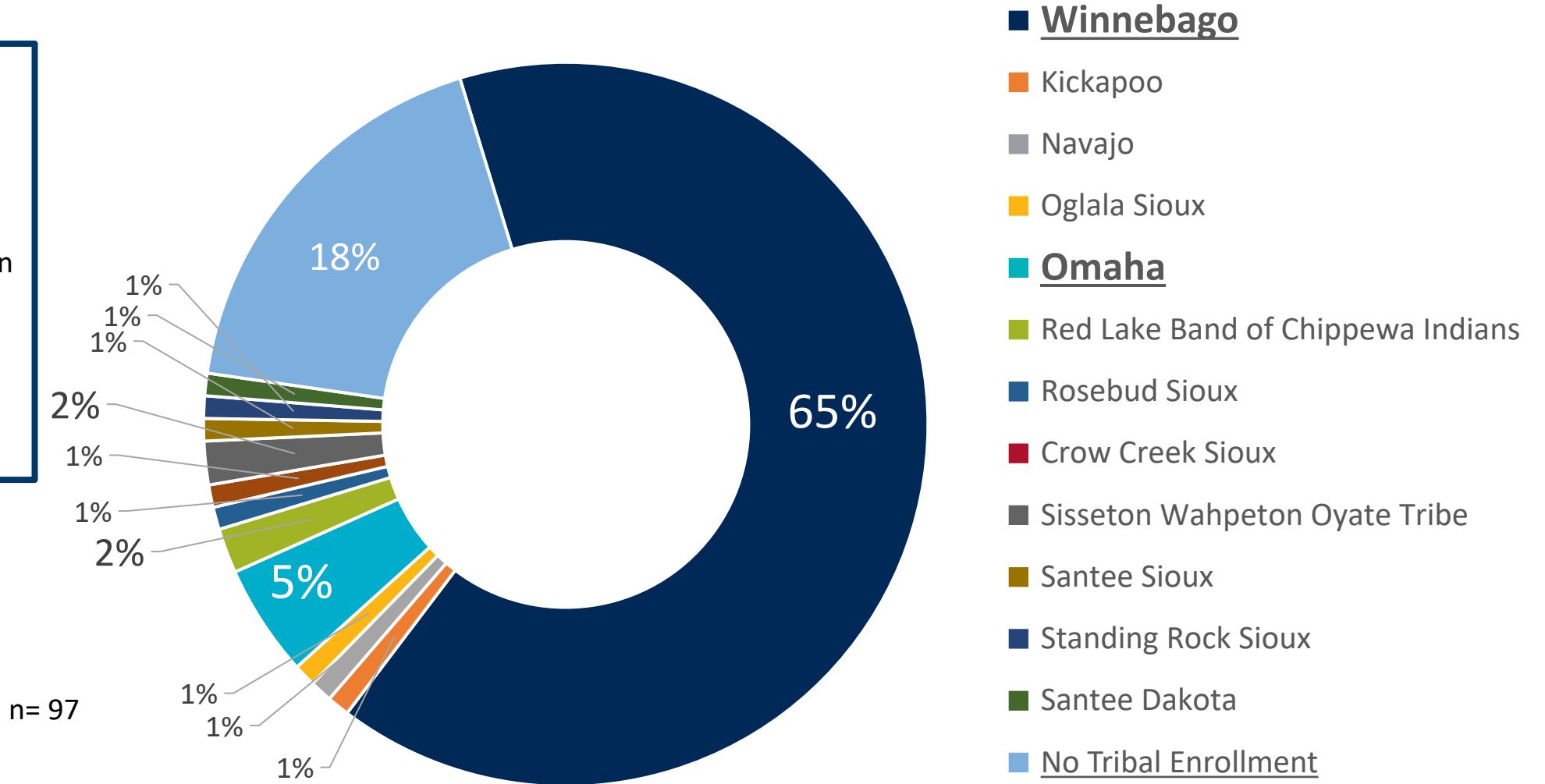
- Data debriefs with staff
- Presentations to tribal council
- Spencer grant project focused on language and culture - classroom assessment on language and culture
- Getting materials and books translated into Ho-Chunk language
- Native cultural observations and surveys with parents



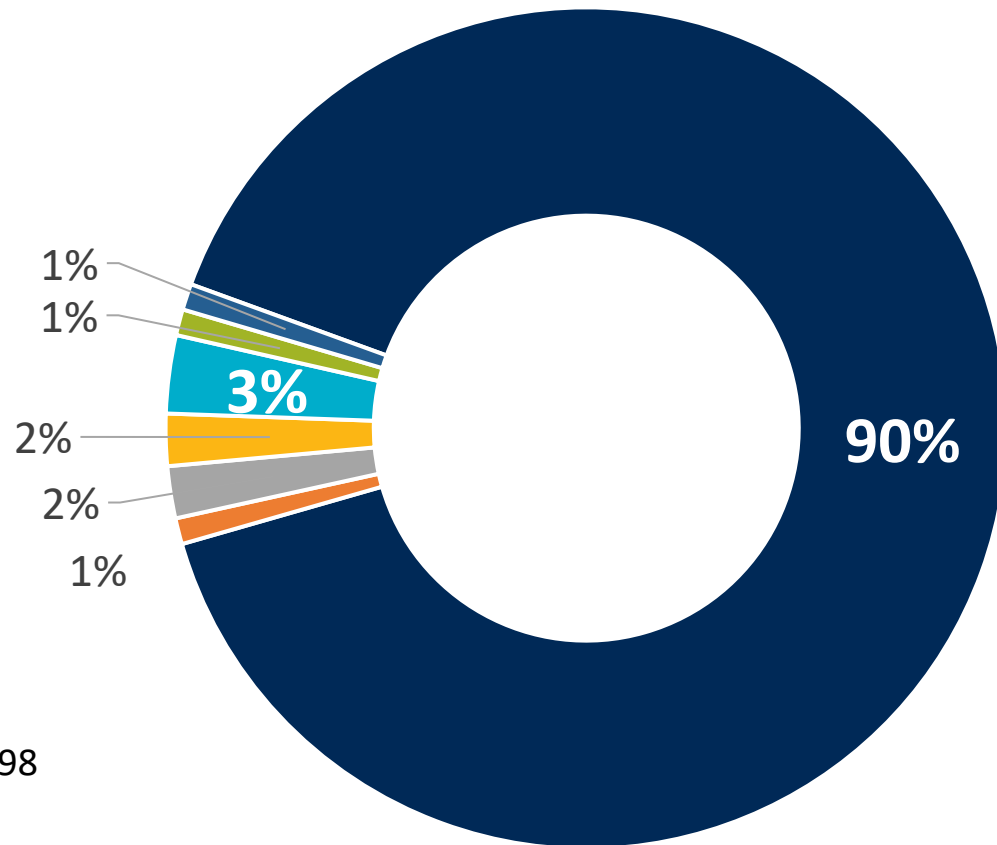
# 2022-2023 Primary Caregiver Tribal Enrollment

## Winnebago Tribal Members' Clans

- 24% Thunder Clan
- 17% Bear Clan
- 16% Eagle Clan
- 11% Water Spirit Clan
- 9% Snake Clan
- 9% Buffalo Clan
- 8% Wolf Clan
- 5% Fish Clan
- 1% Deer Clan



# 2022-2023 Educare Child Tribal Enrollment



n=98

■ Winnebago

■ St. Regis Mohawk Tribe

■ Navajo

■ Oglala Sioux

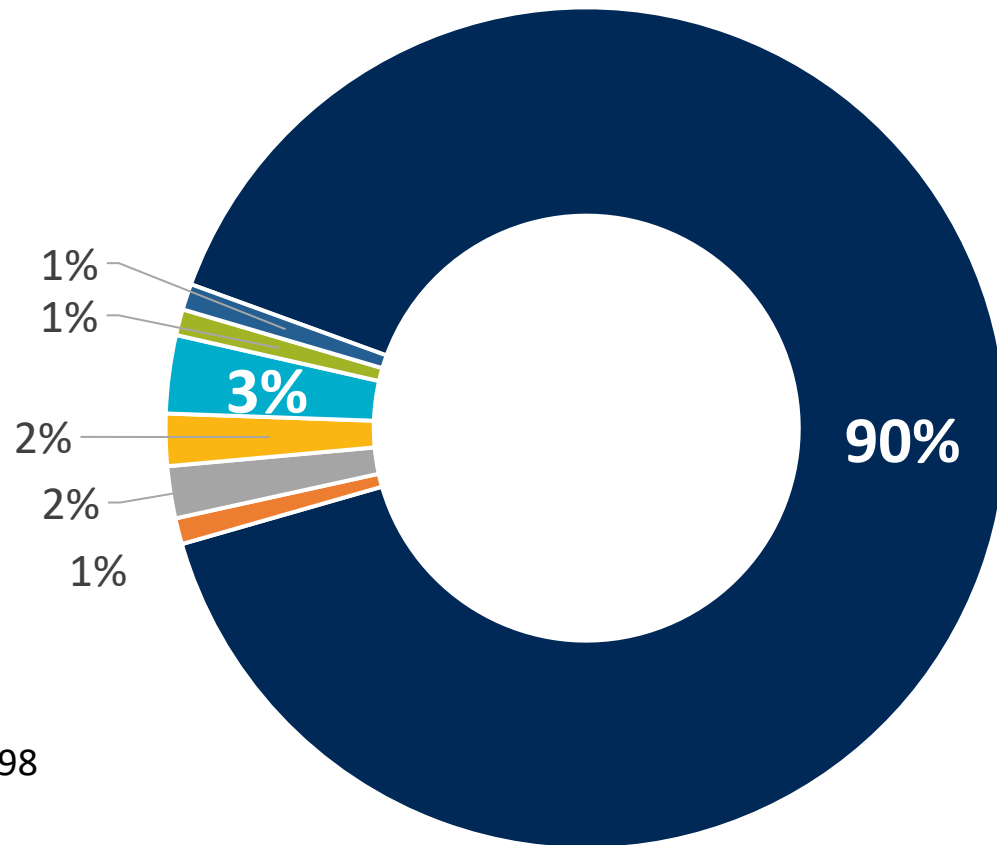
■ Omaha

■ Red Lake Band of Chippewa Indians

■ Rosebud Sioux

- **69%** of children are enrolled in a tribe
- **22%** had applied, but were awaiting enrollment
- **9%** not enrolled or awaiting enrollment

# 2022-2023 Educare Child Tribal Enrollment



n=98

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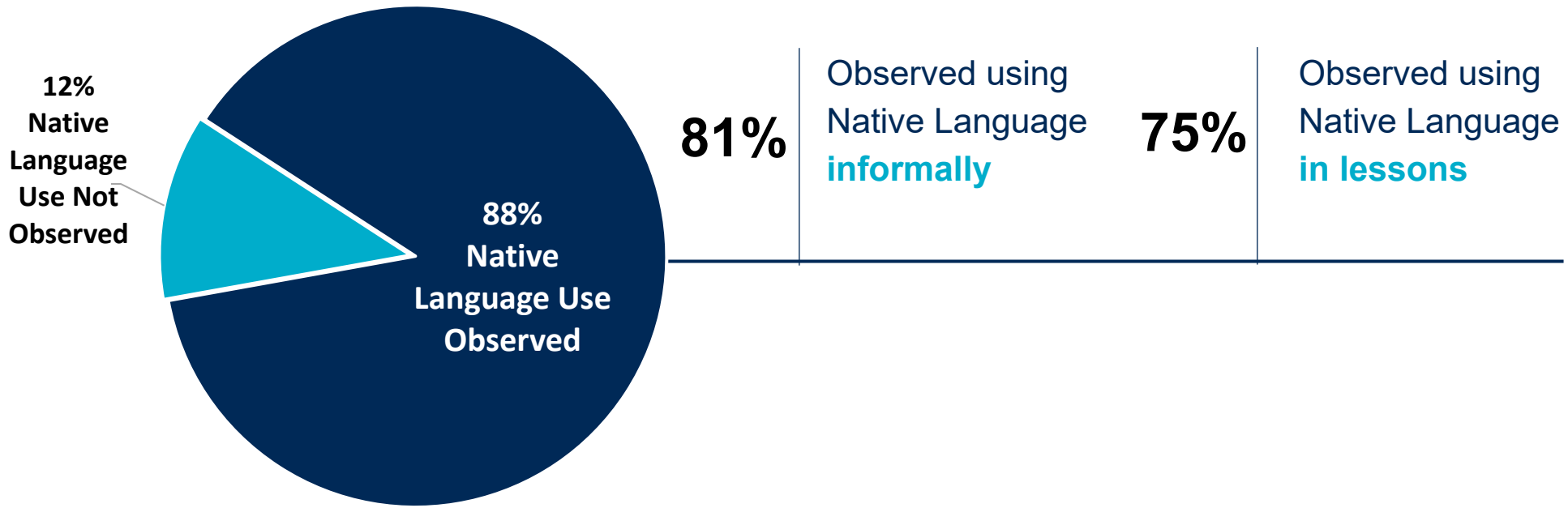
■ Red Lake Band of Chippewa Indians

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- **69%** of children are enrolled in a tribe
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# All classrooms had a range of culturally significant items present and used in both fall & spring of 2022-2023

14 of the 16 Educare classrooms were observed using Native Language during spring of 2023.



# Head Start: Ho-Chunk Vocabulary Skills

THE MOST GROWTH FROM FALL TO SPRING WAS BLUE, CIRCLE, HEAD, AND GRANDMOTHER.  
By spring, the most recognized vocabulary words were circle, heart, and little girl.

	Fall	Spring
<b>Blue</b>	31%	46%
<b>Black</b>	48%	49%
<b>Orange</b>	43%	52%
<b>Bear</b>	22%	22%
<b>Buffalo</b>	21%	20%
<b>Eagle</b>	30%	30%
<b>Circle</b>	48%	65%

	Fall	Spring
<b>Heart</b>	62%	66%
<b>Spoon</b>	52%	50%
<b>Cup</b>	45%	46%
<b>Head</b>	18%	28%
<b>Eye</b>	26%	28%
<b>Arm</b>	16%	11%
<b>Knees</b>	25%	27%

	Fall	Spring
<b>Two</b>	30%	38%
<b>Seven</b>	15%	20%
<b>Pants</b>	15%	23%
<b>Socks</b>	33%	34%
<b>Mom</b>	34%	42%
<b>Grandmother</b>	23%	33%
<b>Little girl</b>	54%	56%

Fall n=87

Spring n=82

# Key Takeaways

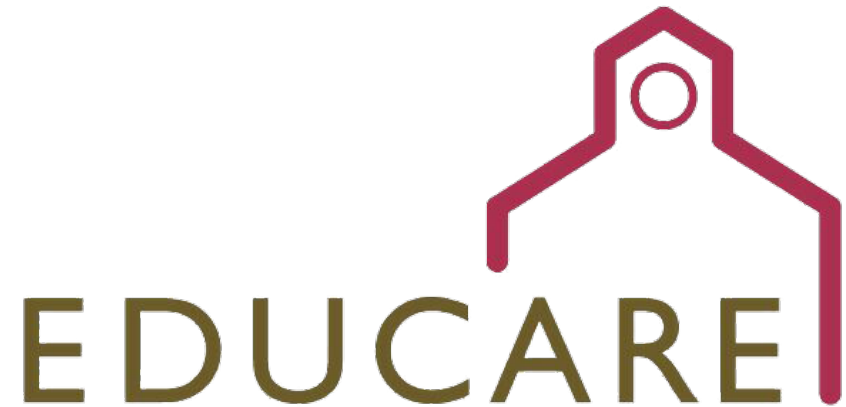
- Robust and diverse measures to track and examine program quality and child and family outcomes can be used to guide and inform services and strategies.
- Successful RPPs in early childhood require:
  - A shared vision
  - Balance of the knowledge and experiences brought in by practitioners, researchers, and the families being served by programs
  - Intentional and planful relationship-building over time





# Acknowledgements and Contact Information

- We gratefully acknowledge our other LEP team members, as well as the staff, children, and parents at our respective Educare sites for their support and participation in the data collection.
- We also acknowledge the National Evaluation Partner at Frank Porter Graham, University of North Carolina-Chapel Hill.
- We thank all entities and agencies that support and make this work possible, including the Buffett Early Childhood Fund (BECF), which helps to fund the Educare Lincoln evaluation, and the Winnebago Tribe, which helps to fund the Educare Winnebago evaluation.



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